



CALIFORNIA SCHOOLS



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CALIFORNIA SCHOOLS

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THE PUBLIC SCHOOL PROGRAM TO TRAIN FARM WORKERS

JULIAN A. McPHEE, Chief of the Bureau of Agricultural Education and State
Director of Rural War Production Training

Next to the production of implements of war in the development of an unsurpassed military machine, the most important undertaking for the nation is that of increasing the production of essential foods.

The burden of solving this problem has been placed upon the shoulders of the farmers, and California farmers have been assigned a very large part of this unprecedented production of agricultural commodities for use not only in this country but also for shipment through lend-lease to Allied countries.

The assignment of production quotas to farmers in California was made with a full knowledge that there would be an acute shortage of farm labor with which to accomplish this tremendous task. Although steps are being taken to defer farm workers from immediate induction into the army, and although families of farm owners will do considerably more work than has been the case in the past, the problem is nonetheless extremely difficult. In fact, the shortage of farm labor appears to be the vital limiting factor in farm production today and is becoming increasingly more serious as the war progresses.

Farmers in California have normally depended upon experienced seasonal farm laborers to do the semiskilled field tasks that require so many workers. These seasonal or transient workers have nearly all been absorbed into war industries and this year will not be available to the farmers. The local supply of experienced workers has also been depleted both to war industries and to military service. The farmers, therefore, must look to a new source of supply for persons to do farm jobs, and these persons are, generally speaking, untrained and inexperienced.

Relief from the farm labor shortage will come partly from the efforts of school children who may or may not be adequately prepared or trained before going into the fields to work. Workers are being imported in limited numbers from Mexico. Most of these men have not had farm experience and require some training before they are of value to the farmer. City persons are being encouraged to take their vacations on farms away from their offices and desks, where they can participate in effective war work. These city people are in need of training and experience before their efforts will be fully realized. Groups of rural people from areas of low farming opportunities in

other states are being imported into California to help relieve the labor shortage.

Workers from these and many other sources will all contribute this year to getting essential crops raised and harvested in California as our part in supplying the food for waging a successful war. It will be noted in all of these cases, however, that instruction and training are essential in order that these inexperienced workers may serve their country best.

Programs are being developed to aid in training and giving experience to high school pupils who this summer will aid in the harvest. A program has also been developed for giving organized instruction to other groups of inexperienced persons who are being recruited into the ranks of agricultural workers. This undertaking in California has been organized under the Rural War Production Training Program, a plan through which federal funds have been made available for giving instruction in increasing the production of essential farm commodities, as well as the training of farm workers.

Already hundreds of Mexicans have been given valuable training in California's public schools through Rural War Production Training classes. These Mexicans, unable to speak the English language, have been taken into classes in agriculture during winter evenings and given instruction in common English, terms used in agriculture, and in the actual production problems of crops with which they are working. Extensive use has been made of visual aids in teaching this group, and actual field practice has been given them under the supervision of high school teachers of vocational agriculture.

These classes for Mexicans have been held in school buildings, ranch houses, and in the fields and have had a wholesome effect upon the individuals attending, and also have resulted in increasing the effectiveness of their field work. As more of these people are imported from Mexico this year, plans are underway to continue systematic training for all of these groups throughout the state. To date classes have been held in all parts of California from El Centro to Chico, and classes for other groups are anticipated in increasing numbers as the season progresses.

Another source of farm workers is the importation of year-around workers from other states. This program was initiated in March by the Farm Security Administration, which has recruited families from marginal farms in certain midwestern states and is providing them with transportation and subsistence in coming to California to fill a specific need for year-around agricultural workers, primarily in dairy, livestock, and poultry farms.

These men are brought to California in groups of from thirty to fifty, and upon arrival are taken to areas of labor shortage where train-

ing facilities are available through the local high schools and on local farms where short, intensive Rural War Production Training courses are offered to orient these men to California conditions. As soon as they demonstrate usefulness as farm employees under California conditions, they are transferred to farms where family housing conditions are available. At that time, the families of these workers are then brought from their former homes and placed in year-around positions in California.

Here again Rural War Production Training offers the training necessary to the satisfactory adjustment of these men to their new surroundings and new positions. Although undertaken for only small numbers of workers, to date, this program may prove to be of unlimited value to dairy, livestock, and poultry farmers.

It is expected that city persons, who normally have office jobs and need outdoor vacations, will in many cases this year take those vacations working on farms. In other cases, these people may spend week ends in relieving the acute labor shortage on farms in areas adjacent to those cities. For example, many persons with a few hours each week available for farm work in the vicinity of San Jose have been trained in Rural War Production Training classes in the skill of pruning, and have this winter contributed a great deal toward getting orchards pruned that would otherwise be neglected.

Training has been offered to large numbers of these city groups in such instances as this, and may be of increasing value for part-time and short-season workers who need some slight training or experience before employment can be accepted. Classes of this nature are available in all parts of California and can be organized on short notice wherever need exists.

When critical shortages in labor develop in certain highly skilled phases of agriculture, classes under Rural War Production Training have been the means of relieving this immediate shortage through training inexperienced persons in the particular skill or ability required. For example, schools for training milkers have been held in both northern and southern California, and persons wishing to do their part on the home front have enrolled in classes to learn to milk dairy cows. This labor has kept dairy herds in production and saved them from slaughter. These courses have also resulted in training numbers of workers who were immediately placed on dairy farms, and as a result many farms have been able to maintain production because of this trained help which would otherwise not have been available.

A similar instance occurred in the field of baby chick sexers. This skilled process has been done in the past almost entirely by Japanese, and upon their exclusion from the Pacific Coast the hatching industry found itself in a difficult position, because poultrymen had organized

their operations on a basis of chicks segregated according to sex and costly changes would be required on short notice to purchase segregated chicks. This shortage was relieved through classes organized to train chick sexers.

Another phase of this program that may prove to be highly effective is that of job instructor training. This training-within-industry program has proved to be highly effective in all kinds of industries and has resulted in great saving of men and materials in war production. Job instructor training involves the technique of instructing workers while on the job to do that job more effectively.

Rural War Production Training classes are being planned throughout California through which farmer employers, farm supervisors, superintendents, foremen, and gang bosses will be trained in the technique of instructing inexperienced labor. These are short ten-hour classes and are given by experienced trainers. This phase of the Rural War Production Training Program is new, but from experience in industry promises to be highly effective.

It should be pointed out that the training of farm workers is being undertaken by the public schools through the Rural War Production Training Program, and that all classes are organized through the public schools of the district in which instruction is given. These training programs are therefore under the direct supervision and control of local school authorities, and as such are intended to meet the specific training needs of that community and its agricultural industries. It is hoped that this training program will be of increasing value in the training of farm workers as the situation becomes more difficult, and as a result large numbers of inexperienced persons will be able to more effectively contribute to winning the war through having proper training in the work to which they are assigned.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

WALTER F. DEXTER, Superintendent

AMENDMENT No. 23 TO RATION ORDER 5c ISSUED BY THE OFFICE OF PRICE ADMINISTRATION

The following communication on transportation and mileage for school personnel has been received from the United States Office of Education, Federal Security Agency.

Several weeks ago this office was informed that the Office of Price Administration would consider the revision of its regulations concerning the allotment of additional mileage for school personnel unable to arrange satisfactory ride-sharing plans if evidence of the need for such revision were presented. Consequently, in our memorandum of January 16, 1943, we requested states to submit information on specific cases to offer as evidence of the need for a change in the then existing regulations. We express our appreciation to the states for their immediate response to this request.

About one-half of the states which reported indicated that teachers were having no difficulty in securing gasoline when ride-sharing plans could not be worked out. The other states reported some difficulty with as many as ninety teachers in some states unable to secure sufficient gasoline. They indicated that many of these teachers would be forced to leave their present positions unless rationing boards increase present allotments. On February 18, 1943, the Office of Price Administration issued Amendment 23 to Ration Order 5c.

This amendment broadens the grounds on which school personnel may qualify for additional mileage. Your attention is directed to Section 1394.7707, Subsection (b) 2 which authorizes the granting of additional mileage when "the vehicle carries as many persons as could reasonably be expected under the circumstances." Subsections (c) and (d) outline the procedures for the consideration of the applications involved.

We hope that school personnel, with "no reasonably adequate alternative means of transportation" will experience no further difficulty in securing the additional mileage necessary in the discharge of their duties. If this office can be of further assistance in this matter, please feel free to call on us.

Copies of the full text of the amendment may be obtained from the Office of Price Administration.

BUREAU OF AGRICULTURAL EDUCATION

JULIAN A. McPHEE, Chief

VOCATIONAL AGRICULTURE TEACHERS MEETING

A state-wide meeting of high school vocational agriculture teachers will be held at Bakersfield on June 22, 23, and 24, 1943. The meeting is being held in Bakersfield instead of on the campus of the California Polytechnic School because of the housing shortage in San Luis Obispo.

Topics will include a discussion of means of increasing food production through the home-farming programs of some 10,000 high school agricultural students, and through training of their employes who have enrolled this year in special adult classes.

The responsibility of high school agricultural departments for the student farm labor training and mobilization, rural salvage drives, bond sales and purchases, and Future Farmers of America program of activities will also be considered. More than 275 California high school vocational agriculture teachers will be expected to participate in these conferences.

The meetings will be directed by the Chief of the Bureau of Agricultural Education and by Herbert H. Burlingham, president of the California Agricultural Teachers' Association, Chico. The staff of the vocational agriculture department at Kern County High School, headed by Howard K. Dickson, Director, will be hosts to the teachers.

FOR YOUR INFORMATION

SPECIAL STUDY REFERENCES IN PREFLIGHT AERONAUTICS

The following list of study references including five widely used textbooks and two special government bulletins has been prepared for the use of students planning to take the examination for Certificates of Aeronautical Knowledge. The list has been compiled by the Civil Aeronautics Administration. Ordinarily only one of the textbooks will be used as the basic text.

TEXTBOOKS

1. AVIATION EDUCATION RESEARCH GROUP, Teachers College, Columbia University. *Science of Preflight Aeronautics for High Schools*. New York: The Macmillan Co., 1942. Price \$1.32.
General Servicing and Operation of Aircraft, pp. 4068; 136-145; 192-213; 222-231; 235-279; 288-303; 304-309; 311-426. Meteorology, pp. 436-583; 588-623. Navigation, pp. 662-710; 714-725; 727-764. Civil Air Regulations, pp. 149-177.
2. AVIATION EDUCATION RESEARCH GROUP, Teachers College, University of Nebraska. *Elements of Preflight Aeronautics for High Schools*. New York: The Macmillan Co., 1942. Price \$0.92.
General Servicing and Operation of Aircraft, pp. 54-57; 154-172; 176-179; 183; 185; 188-275; 361-364. Meteorology, pp. 53, 60, 68-138. Navigation, 56-58; 329-360; 370-385. Civil Air Regulations, pp. 46, 49.
3. HAMBURG, MERRILL, and TWENEY, GEORGE H. *The American Student Flyer*. New York: Pitman Publishing Co., 1942. Price \$1.50.
General Servicing and Operation of Aircraft, 19-33; 117-146; 156-162; 171-172; 177; 182; 185-194; 204-225; 233-317; 326-332. Meteorology, pp. 345-350. Navigation, pp. 451-500; 525-534. Civil Air Regulations, pp. 591-601; 610-627.
4. POPE, FRANCIS, and OTIS, ARTHUR S. *Elements of Aeronautics*. Yonkers-on-Hudson, New York: World Book Co., 1941. Price \$2.00.
General Servicing and Operation of Aircraft, pp. 1-18; 26-66; 97-235. Meteorology, pp. 402-407; 423-527; 546-565. Navigation, pp. 287-334. Civil Air Regulations, pp. 566-570; 589-604.
5. SHIELDS, BERT A. *Air Pilot Training*. New York: McGraw-Hill Book Co., 1942. Price \$3.50.
General Servicing and Operation of Aircraft, pp. 16-43; 51-88; 96-97; 107-113; 114-117; 135-137; 143-170. Meteorology, pp. 357-434. Navigation, pp. 437-463; 467-494. Civil Air Regulations, none.
6. *Pilots Certificates*, Civil Air Regulations, Part 20. Effective September 1, 1942. Washington: United States Government Printing Office, 1942. Price 10 cents.
Civil Air Regulations, Secs. 20.1-20.13; 20.3-20.37; 20.5-20.650; 20.71-20.721; 20.727-20.7271; 20.73-20.8.
7. *Air Traffic Rules*. Amended to July 15, 1942. Civil Air Regulations, Part 60. Washington. United States Government Printing Office, 1942. Price 10 cents.
Civil Air Regulations. Secs. 60.0-60.4711; 60.6-60.733; 60.8911; 60.90-60.912; 60.95-60.974.

PRESIDENT ROOSEVELT'S PROCLAMATION ON I AM AN AMERICAN DAY

President Roosevelt has issued a proclamation designating Sunday, May 16, 1943, as I Am An American Day. The President's proclamation is in pursuance of a Congressional resolution asking that the third Sunday in May be set aside as a public occasion for the recognition of all persons who by coming of age or by naturalization have attained the status of citizenship.

STUDY OF UTILITY RATES FOR SCHOOLS

The Utilities Committee of the California Association of Public School Business Officials, under the chairmanship of C. L. Suffield, Assistant Superintendent of Schools of San Bernardino has, during the past few years, conducted a series of studies dealing with the rates charged to schools for electricity, gas, and water. As a result of its studies, the Committee became convinced that the public schools are receiving very unfavorable utility rates.

The Committee therefore addressed a letter to the Railroad Commission of the State of California, stating the major arguments in favor of a reduction in rates charged to public schools and requesting that the Commission give consideration to rate reduction.

Copies of the Committee's letter to the Railroad Commission and of other material prepared by the Committee to substantiate the case for rate reduction may be secured on request to Mr. Suffield.

LIST OF GOVERNMENT PUBLICATIONS ON WAR INFORMATION

A list of recent publications issued by the federal government has the titles of several bulletins and pamphlets on topics related to the various aspects of the war. These publications have particular value for teachers and schools. Many of the bulletins may be obtained free. The price of those for which a charge is made is indicated. Orders and requests should be sent to the Superintendent of Documents, Washington.

1. *Battle Stations for All: The Story of the Fight to Control Living Costs.*
2. *National Resources Development Report for 1943, Part I, Post-War Plans and Program.* Price 25 cents.
3. *Victory Gardens.* Price 5 cents.
4. *OPA Bulletin for Schools and Colleges, No. 2, March 1943.*
5. *Proposals for a Free World: Toward New Horizons, No. 2.*
6. *Guides to Successful Employment of Non-Farm Youth in Wartime Agriculture.*
7. *Progress Report No. 2.*
8. *Schools at War.*
9. *Understanding the War.*
10. *After the War—Toward Security: Freedom from Want.* Price 10 cents.
11. *Guidance Manual for the High School Victory Corps.* Price 20 cents.
12. *Handbook on Education and the War.* Price 55 cents.

PAMPHLETS ON THE UNITED NATIONS

Two pamphlets issued recently by the Office of War Information contain information on the United Nations that is useful for teachers. *Tale of a City* recounts the destruction of Warsaw and the bestial treatment of the people. This pattern was followed as countries of Europe were conquered. *The Thousand Million* has a brief story of each of the twenty-eight United Nations.

Copies may be secured from the Office of War Information, Washington.

PERIODICAL DEVOTED TO POSTWAR PLANNING

The subject of the current issue of *Building America* is *Planning for the Postwar World*. The most important plans so far suggested for postwar living are summarized; conflicting points of view on the leading issues are briefly but fairly reviewed; difficult and often complex questions that must be solved, such as those dealing with colonies, trade, taxes, boundaries, and the like, are clearly stated. The Atlantic Charter, the United Nations Declaration, Lend-Lease, and their relation to global peace as well as to global war are discussed. This material provides the needed background for an intelligent understanding of what postwar planning really involves. It does not attempt to blueprint the future, but it does give the reader essential information upon which to base his own thinking about it.

The editors have assembled pictures, maps, charts and cartoons that lend graphic interest to the text and make it easy to visualize and remember important points. For the general reader, or for use in high school and college classrooms this 32-page study should prove a most valuable guide. Individual copies may be obtained at 30 cents each from 2 West Forty-fifth Street, New York.

PUBLICATIONS ON EXTENDED SERVICES FOR CHILDREN OF WORKING MOTHERS

Three pamphlets in the School and the War Series have been issued by the United States Office of Education.

School Services for Children of Working Mothers. Why? What? How? Where? When?

All-Day Programs for Children of Working Mothers

Nursery Schools Vital to America's War Effort

These pamphlets may be secured for 5 cents each from the Superintendent of Documents, Washington.

PARTICIPATION OF DENTISTS IN THE HIGH SCHOOL VICTORY CORPS PHYSICAL FITNESS PROGRAM

The American Dental Association, through its Council on Dental Health, working in co-operation with the United States Office of Education, has developed a program to assist school officials to complete the dental corrective phases of the High School Victory Corps Physical Fitness Program. In order to accomplish this, it will be necessary that the dental profession give special consideration to high school students, particularly those who are about to enter the military or civilian war services. This will mean that every dentist should, as far as he is able, meet the dental needs of every high school student who seeks his services.

The program has the following objectives:

1. To graduate boys and girls from high school who will not, because of dental deficiencies, be kept from military and civilian activities in which their services are needed.
2. To correct existing dental defects and to prevent future defects by enlisting the services of the family dentist, and thus help to reduce the heavy burden now being carried by the overloaded military dental corps.
3. To enable high school students entering military or civilian war services to begin training without loss of valuable time necessary for dental rehabilitation.
4. Not only to meet the immediate dental needs of prospective inductees and high school students entering civilian war work, but also to farther extend dentistry's long range educational program for the control of dental disease.

A V committee of dentists should be appointed in different areas to work through the Victory Corps Program to carry out these aims. Details of the plan should be covered with city and county superintendents of schools and high school principals.

PUBLICATIONS ON LIBRARY USE AND STORYTELLING AVAILABLE

The use of books and reference tools in the school library is explained for the junior high school and senior high school pupil in the book, *Find it Yourself*, by Elizabeth Scripture and Margaret R. Greer. This is a revision of an earlier edition. Copies of the book may be ordered from the H. W. Wilson Company, New York. The price is 30 cents for a single copy or 15 cents each for orders of ten or more.

A revised edition of the *Course for the Storyteller: An Outline* has been issued for the use of schools, child-care centers, and volunteer groups. The material is helpful to teachers and workers who may be called on to assist in community centers and child-care centers with children whose parents are working in war industries. Copies of the book may be obtained from the H. W. Wilson Company, New York. One copy is 35 cents; additional copies in the same order are 10 cents each.

FOREST FIRE FIGHTERS SERVICE

To mobilize the manpower necessary to protect the nation's forests, watersheds, ranges, and croplands against the hazards of fire during the war, the United States Office of Civilian Defense has established a new branch of OCD known as the Forest Fire Fighters Service. Assistant Regional Forester Wallace I. Hutchinson, United States Forest Service, is the State Co-ordinator for California.

The Forest Fire Fighters Service will function through the co-operation of the Forest Service, National Park Service, State Division of Forestry, County forestry and fire agencies, the Emergency Farm Fire Fighters of the Extension Service, University of California, and the State Fire Disaster Plan.

The objectives of the FFFS (Triple-FS) are: (1) To provide a new and worth-while opportunity for all citizens to participate in the war program; (2) to make available to the federal, state, county, and private protection agencies an additional pool of well-trained men and boys to assist in the control of forest, chaparral, range and cropland fires; and (3) to impress upon the people of the state their responsibility in preventing fires from starting during the present emergency.

Fires started in the mountains and valleys of California by enemy bombing, fifth columnists, or the carelessness of own citizens, may be a serious threat to the war effort this year. The demand for agricultural labor and defense industry workers has so depleted the supply of fire fighters that the protection agencies are faced with a very serious problem. Smoke from forest and brush fires hinder airplane scouting operations and submarine detection, and large conflagrations destroy priceless raw materials needed by the Allies, and serve the enemy by endangering communication and transportation systems and key utilities.

Three classes of members will be enrolled in the FFFS: 1. Fire Fighters; 2. SOS Specialists for such jobs as messengers, timekeepers, relief lookouts, radio operators, cooks, truck drivers, and the like; 3. Fire Prevention Workers, who will carry on educational and publicity

activities in their communities. A minimum of twelve hours of fire training by officers of protection agencies, or an equal amount of past fire experience and training, is required of all members in class 1 and 2. The minimum age limit is sixteen years. Consent of parents and work permits from school authorities must be furnished by all minors.

Training will be given on the enrollee's personal time, and services by members of the FFFS will be without compensation, *except*, when employed under formal contract of hire by official fire fighting agencies. When so employed, they will be paid at the prevailing rate of wages for Fire Fighters and SOS Specialists, and will be eligible for compensation for injuries received in the line of duty.

High school students who have signed up with protection agencies for fire training and summer protection jobs or who wish to volunteer for special fire duty this year are eligible for membership in the FFFS. Application forms can be secured from local defense councils or officers of protection agencies. Enrollees accepted for membership in the FFFS will be issued identification cards, arm bands, and certificates of membership.

A special double-faced, 12-inch phonograph record, titled "Forest Fire Fighters," is also available, free of charge, to high schools on application to the local Defense Council.

WARTIME CONSUMER EDUCATION IN THE VICTORY CORPS

A wartime consumer education program has been included in the activities of the High School Victory Corps. Full announcement of this program was made in the issue of *Education for Victory* for February 1, 1943, official publication of the United States Office of Education.

A study program, a school-community service program, a personal action program, and a physical fitness program have all been organized within the course on consumer education to prepare the pupil for effective action as a consumer on the home front. A recent announcement from the Regional Office of Price Administration in San Francisco outlines the course and lists special references useful to teachers.

OWI APPEAL TO SCHOOL FOR USE OF SOUND PICTURE PROJECTORS

The Office of War Information has issued an appeal to schools owning 16-mm. moving picture sound projectors to make the equipment available for use in the community during the summer vacation. The schools are asked to lend the projector to war plants, to civilian defense organizations, to clubs and organization meetings, to arrange

showing of films at band concerts and war rallies, and to fit the showing of pictures into a summer school program.

Nearly fifty war information films are available for distribution. There are several films on each of the different topics: the production front, home front, farm front, the fighting forces, the people of our allies, news reviews, and song shorts.

TWO BULLETINS AVAILABLE TO TEACHERS

Two bulletins of interest to teachers have just been issued by the Association for Childhood Education. One entitled, *Toward Democratic Living At School*, illustrates the meaning of democracy by applying it to school situations. The second, *Learning to Speak Effectively*, has sections on using the voice, and on activities that give practice in the use of the voice, on speech defects and on the teacher and the voice.

The publications may be obtained from the Association for Childhood Education, 1201 Sixteenth Street, NW, Washington, D. C. The price is 35 cents each or 30 cents each in lots of 25 or more.

ORGANIZATION OF COURSES FOR DRIVERS

A pamphlet on "How Your School Can Help the Army Train Its Drivers," has been issued by the Advisory Committee of the Quartermaster General on Civilian Driver Education. The purpose of the pamphlet is to explain to schools how they can assist in training drivers to handle civilian and military motor transport. Organization of driver education courses is urged in senior high schools and junior colleges.

Two publications are recommended as helpful in organizing such a course:

Preinduction Training Course: Driver Education. Distributed by the United States Office of Education.

Instructor's Manual in Preinduction Driver Education. Free on request to the Military Training Division, Office of the Quartermaster General, Washington.

NEW OWI FILMS READY FOR PUBLIC SHOWING

Four new films from the Office of War Information have just been released to the Department of Visual Instruction of the University of California Extension Division for public service throughout the state. The films are "Conquer by the Clock," "Paratroops," "News Review No. 3," and "Letter from Bataan." For a nominal charge all films may be obtained through the Department of Visual Instruction of the University of California Extension Division, 301 California Hall, Berkeley.

PROFESSIONAL LITERATURE

CURRENT PUBLICATIONS RECEIVED

- ALTHAUS, C. B. and TWENTE, J. W. *Plans for Distributing State and County Aid to the Public Schools of Kansas*. University of Kansas Publications, Kansas Studies in Education, Vol. 2, No. 9. Lawrence, Kansas: University of Kansas, 1942.
- BINGHAM, FLORENCE C. *Community Life in a Democracy*. Chicago: National Congress of Parents and Teachers, 1942.
- A *Brief Story of the Geology of Yosemite Valley*. Special Number Yosemite Nature Notes, Yosemite National Park, California: Yosemite Naturalist Department and the Yosemite Natural History Association, April, 1943.
- Children's Centers: A Guide for Those who Care for and About Young Children*. Edited by Rose Alschuler. New York: William Morrow & Co., 1942.
- EELLS, WALTER CROSBY. *Associate's Degree and Graduation Practices in Junior Colleges*. Terminal Education Monograph No. 4. Washington: American Association of Junior Colleges, 1942.
- FOWLKES, JOHN GUY. *Planning Schools for Tomorrow: The Issues Involved*. With the co-operation of the Committee on Planning for Education of the United States Office of Education. Washington: Federal Security Agency, 1942.
- Handbook for School Secretaries*. Jefferson City, Missouri: Missouri State Department of Education, 1943.
- KUGELMASS, ISAAC NEWTON. *Superior Children Through Modern Nutrition: How to Perfect the Growth and Development of Your Children from Birth to Maturity*. New York: E. P. Dutton & Co., 1942.
- MURSELL, JAMES L. *Music in American Schools*. New York: Silver Burdett Co., 1943.
- NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. *Americans All*. Studies in Intercultural Education. Fourteenth Yearbook. Washington: National Education Association of the United States, Department of Supervisors and Directors of Instruction, 1942.
- RAUSHENBUSH, ESTHER. *Literature for Individual Education*. Sarah Lawrence College Publications, No. 1. New York: Columbia University Press, 1942.
- ROBINSON, VIRGINIA P. *Training for Skill in Social Case Work*. Pennsylvania School of Social Work. Social Work Process Series. Philadelphia: University of Pennsylvania Press, 1942.
- Rules and Regulations for Board of Education*. Commonwealth of Kentucky Educational Bulletin, Vol. X, No. 12, February, 1943. Frankfort, Kentucky: Kentucky Department of Education.
- Salaries of City School Employees, 1942-43*. National Education Association Research Bulletin. Vol. XXI, No. 1, February, 1943. Washington: Research Division of the National Education Association of the United States.
- SCOTT, GEORGE DOW. *Heredity, Food, and Environment in the Nutrition of Infants and Children*. Boston: Chapman & Grimes, 1942.
- Sound Educational Credit for Military Experience: A Recommended Program*. Washington: American Council of Education, 1943.

A Source Book of Mathematical Applications. Seventeenth Yearbook of the National Council of Teachers of Mathematics. New York: Bureau of Publications. Teachers College, Columbia University, 1942.

STACK, HERBERT J., and SIEBRECHT, ELMER B. *Education for Safe Living.* New York: Prentice-Hall, Inc., 1942.

Studies in Personality: Contributed in Honor of Lewis M. Terman. New York: McGraw-Hill Book Co., Inc., 1942.

They Need Not Vanish: A Discussion of the Natural Resources of Michigan. Edited by Helen M. Martin. Lansing, Michigan: State of Michigan Department of Conservation, 1942.

TRAXLER, ARTHUR E. *The Use of Test Results in Diagnosis and Instruction in the Tool Subjects.* Educational Records Bulletin No. 18 (revised). New York: Educational Records Bureau, 1942.

The War, Education, and Society. Review of Educational Research, Vol. XIII, No. 1, February, 1943. Washington: American Educational Research Association, National Education Association of the United States.

WHITNEY, FREDERICK LAWSON. *The Elements of Research.* New York: Prentice-Hall, Inc. (Revised Ed.), 1942.

Wisconsin Research Project in School Broadcasting. *Radio in the Classroom: Experimental Studies in the Production and Classroom Use of Lessons Broadcast by Radio.* Madison: The University of Wisconsin Press, 1942.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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 Chas. Bursch, Chief of Division of Schoolhouse Planning
 Doyt Early, School Architect*
 Ivan R. Waterman, Chief of Division of Textbooks and Publications
 W. S. Dyas, Chief of Bureau of State Printed Textbooks
 Raymond C. Perry, Chief of Division of Credentials*
 Mabel R. Gillis, State Librarian, Chief of Division of Libraries
 Eleanor Hiitt, Assistant Librarian
 J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education, and Chief of Bureau of Trade and Industrial Education
 Julian A. McPhee, Chief of Bureau of Agricultural Education, President of California Polytechnic School, San Luis Obispo
 Ira W. Kibby, Chief of Bureau of Business Education
 Maude I. Murchie, Chief of Bureau of Homemaking Education
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
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